

Analyzing the PISA Tests Results (2018) in Terms of the Revised Bloom's Taxonomy for the  
Spanish Reading-Comprehension Area of Dominican Students.

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## *Introduction*

In recent years, there has been a mounting interest in the content analysis of tests items, mostly in terms of their cognitive difficulty for any area of the educational system of any country all over the world. Therefore, the identification of these cognitive domains in a Test such as the PISA Tests, are of great value for the national authorities, teachers, scholars and the civil society.

Chapter I of this work dealt with the Theoretical Framework, as a motivating induction for this research in particular, and also offers the theoretical insights needed for fulfilling such purposes.

Chapter II included a complete literary review in order to obtain an opinionated basis of the intrinsic matter of the Revised Bloom's Taxonomy and of the test in question.

Chapter III brought us the context in which the methodological research is designed and devised for obtaining the corresponding results.

Chapter IV gave us the results and conclusions drawn from the research questions discussions.

### *Abstract*

This work aims to analyze the Results of the PISA Tests for the year 2018 in the Dominican Republic as subministered every three year by the OECD presided over by Dr. Andreas Schleicher, and that it is long awaited both for the Ministry of Education-MINERD-, and as well as for the non-governmental society and the opposition parties, among others.

This scenario which is not exclusively of our country puts on the table many questioning as that of, if the country shall continue as part of that program on the light that such testings have been hardly criticized in more developed countries, due to the fact that they consider that “ the PISA Tests are damaging education all over the world” (The Guardian, 2014) as can be read in a letter sent to his director for more than 100 Scholars and Universities from the United States and Europe, based on purely academic issues, but also by their South American counterparts like MERCOSUR (South American Market Countries) and FLACSO (Latin American Faculty of Social Sciences), who stated not only academic reason but political matters in the best tradition of the Marxist militants to exit the program.

The main purpose of this research lies in the fact of a thorough analysis purely based on the so-called Revised Bloom’s Taxonomy, where those results for the year 2018 are contrasted with the fundamental principles of the above cited educational equation, in the Spanish Reading-Comprehension Area. Needless to say also, that there is also a contrastive analysis on the socio-political context of the Dominican educational system and of the different forces that today have an enormous influence in terms of policy making and of philosophical and epistemological viewpoints.

Keywords: PISA Tests, Bloomfield’s Revised Taxonomy, The Public Education System.

## Chapter I: Theoretical Framework

### *Statement of the Problem*

The present study draws on the revised version of Bloom's taxonomy (Anderson & Krathwohl, 2001) as its theoretical framework developed and emerged from Bloom's original taxonomy (1956) with a fundamental model of cognitive domains and learning objectives at its heart.

As a two-dimensional domain, Revised Bloom's Taxonomy embraces two domains, i.e. cognitive and knowledge dimensions. The six cognitive levels of increasing complexity entail Remembering, Understanding, Applying, Analyzing, Evaluating, and Creating. Remembering, as the first cognitive dimension refers to retrieving related knowledge from long-term memory. The next dimension, Understanding, "involves determining the meaning of instructional messages, including oral, written, and graphic communication" (Krathwohl, 2002, p. 215). Applying concerns, the use of a procedure or learned material in a given situation. Analyzing is to do with breaking more complex information into its constituent parts, detecting the relationship between them and recognizing the organizational principles involved. Evaluating points to making judgments based on definite criteria and standards. Creating as the last and the highest dimension involves putting parts together so as to form a novel and integrated whole or develop an original product.

The four knowledge dimensions as defined by Anderson and Krathwohl (2001) include factual, conceptual, procedural, and metacognitive. The first knowledge dimension is factual knowledge which refers to the underlying elements students need to know to be familiar with a discipline to address associated problems. Conceptual knowledge centers on the interconnections among the underlying elements within a larger structure allowing them to work in tandem. Procedural knowledge is concerned with the way things are done and with criteria to determine the appropriate time to use skills, algorithms, and procedures. Metacognitive knowledge viewed as the highest level of the knowledge dimension in Revised Bloom's Taxonomy refers to awareness and knowledge of one's own thinking (Anderson & Krathwohl, 2001). Table 1 shows the structure of Revised Bloom's Taxonomy.

Taking as a point of departure for our theoretical basis what is stated above, an objective analysis is being drawn out of those concepts as a tool for examining in the proper context the

results of the PISA Tests for the Dominican Education System (private and public schools) for the year 2018., which has been largely discussed mostly from the socio-political viewpoint, rather than from an exclusively pedagogical instance.

### *Importance of the Problem*

This study could be significant and important in several ways; first: It could bring light into the ways that one of three aspects examined by the PISA Test (Spanish Reading-Comprehension) can be decomposed in their very inner elements from a strict pedagogical viewpoint, which is something that has been evidently overlooked up to now. And secondly: It could clarify the aspects for developing some pedagogical and didactical strategies by teacher's trainer, school supervisors, national authorities and education policy makers in order to adopt the necessary remedies if our country is to continue within the scope of the PISA Test Program.

### *General Objective*

To analyze on the lights of the Revised Bloom's Taxonomy the results of the PISA Tests in the Spanish Language Reading-Comprehension Area in the Dominican Republic for the year 2018.

### *Specific Objectives:*

- 1.-To dissect the inner aspect of one the three areas examined (Spanish Reading-Comprehension) in the PISA Tests pursuant to the Bloom's Taxonomy.
- 2.-To bring a purely pedagogical insight into the exam of the PISA Tests as compared to the analysis of the Revised Bloom's Taxonomy.
- 3.-To bring a different sociological and political analysis of the above cite phenomenon based on the teachers' perspective.

### *Research Questions:*

- 1.-What is the Revised Bloom's Taxonomy?
- 2.-What are the so-called PISA Tests?
- 3.-How can we examine the PISA Tests Results on the light of that taxonomy?
- 4.-What is the pedagogical scope of the authorities in this issue?

5.-What are the sociological or political issues in this context?

6.-How do teachers view the problem?

### *Definition of Terms*

#### 1.-Revised Bloom's Taxonomy

This taxonomy is defined as follows: "As a two-dimensional domain, Revised Bloom's Taxonomy embraces two domains, i.e. cognitive and knowledge dimensions. The six cognitive levels of increasing complexity entail Remembering, Understanding, Applying, Analyzing, Evaluating, and Creating. Remembering, as the first cognitive dimension refers to retrieving related knowledge from long-term memory. The next dimension, Understanding, "involves determining the meaning of instructional messages, including oral, written, and graphic communication" (Krathwohl, 2002, p. 215). Applying concerns, the use of a procedure or learned material in a given situation. Analyzing is to do with breaking more complex information into its constituent parts, detecting the relationship between them and recognizing the organizational principles involved."

#### 2.-The PISA Tests.

It is the acronym for Program for International Student Assessment held and produced by the Organization for Economic Co-Operation and Development (OECD).

#### 3.-MINERD

The Ministry for Public Education of the Dominican Republic.

#### 4.-EDUCA, Inc.

EDUCA/ Action for Entrepreneurship Education:

A Dominican Entrepreneur organization for Education.

#### 5.-The ADP

The Dominican Association of Teachers of the D.R.

#### 6.-The Universidad Autónoma de Santo Domingo (founded on October 28th, 1538)

The largest State College or University of the Dominican Republic.

## Chapter II: Review of Literature

*An Acrid Criticism on the PISA Tests* and of the OECD/ A letter that made History:

In a letter signed by more than One Hundred Scholars, International Colleges and Universities from all over the world, to Dr. Andreas Schleicher, Director of the OECD, the organization in charge of administering the PISA Test all over the world (2014) , and where they complaint that the PISA Test are damaging education (The Guardian, 2014), the following letter was addressed to him and the letter says as follows: (The entire letter is transcribed)

Dear Dr. Schleicher,

We write to you in your capacity as OECD's (Organisation for Economic Co-operation and Development) director of the Programme of International Student Assessment (Pisa). Now in its 13th year, Pisa is known around the world as an instrument to rank OECD and non-OECD countries (60-plus at last count) according to a measure of academic achievement of 15-year-old students in mathematics, science, and reading. Administered every three years, Pisa results are anxiously awaited by governments, education ministers, and the editorial boards of newspapers, and are cited authoritatively in countless policy reports. They have begun to deeply influence educational practices in many countries. As a result of Pisa, countries are overhauling their education systems in the hopes of improving their rankings. Lack of progress on Pisa has led to declarations of crisis and "Pisa shock" in many countries, followed by calls for resignations, and far-reaching reforms according to Pisa precepts.

We are frankly concerned about the negative consequences of the Pisa rankings. These are some of our concerns:

While standardised testing has been used in many nations for decades (despite serious reservations about its validity and reliability), Pisa has contributed to an escalation in such testing and a dramatically increased reliance on quantitative measures. For example, in the US, Pisa has been invoked as a major justification for the recent "Race to the Top" programme, which has increased the use of standardised testing for student-, teacher-, and administrator evaluations, which rank and label students, as well as teachers and administrators according to the results of tests widely known to be imperfect (see, for example, Finland's unexplained decline from the top of the Pisa table).

In education policy, Pisa, with its three-year assessment cycle, has caused a shift of attention to short-term fixes designed to help a country quickly climb the rankings, despite research showing that enduring changes in education practice take decades, not a few years, to come to fruition. For example, we know that the status of teachers and the prestige of teaching as a profession have a strong influence on the quality of instruction, but that status varies strongly across cultures and is not easily influenced by short-term policy.



By emphasising a narrow range of measurable aspects of education, Pisa takes attention away from the less measurable or immeasurable educational objectives like physical, moral, civic and artistic development, thereby dangerously narrowing our collective imagination regarding what education is and ought to be about.

As an organisation of economic development, OECD is naturally biased in favour of the economic role of public [state] schools. But preparing young men and women for gainful employment is not the only, and not even the main goal of public education, which has to prepare students for participation in democratic self-government, moral action and a life of personal development, growth and wellbeing.

Unlike United Nations (UN) organisations such as UNESCO or UNICEF that have clear and legitimate mandates to improve education and the lives of children around the world, OECD has no such mandate. Nor are there, at present, mechanisms of effective democratic participation in its education decision-making process.

To carry out Pisa and a host of follow-up services, OECD has embraced "public-private partnerships" and entered into alliances with multi-national for-profit companies, which stand to gain financially from any deficits—real or perceived—unearthed by Pisa. Some of these companies provide educational services to American schools and school districts on a massive, for-profit basis, while also pursuing plans to develop for-profit elementary education in Africa, where OECD is now planning to introduce the Pisa programme.

Finally, and most importantly: the new Pisa regime, with its continuous cycle of global testing, harms our children and impoverishes our classrooms, as it inevitably involves more and longer batteries of multiple-choice testing, more scripted "vendor"-made lessons, and less autonomy for teachers. In this way Pisa has further increased the already high stress level in schools, which endangers the wellbeing of students and teachers.

These developments are in overt conflict with widely accepted principles of good educational and democratic practice:

No reform of any consequence should be based on a single narrow measure of quality.

No reform of any consequence should ignore the important role of non-educational factors, among which a nation's socio-economic inequality is paramount. In many countries, including the US, inequality has dramatically increased over the past 15 years, explaining the widening educational gap between rich and poor which education reforms, no matter how sophisticated, are unlikely to redress.

An organization like OECD, as any organization that deeply affects the life of our communities, should be open to democratic accountability by members of those communities.

We are writing not only to point out deficits and problems. We would also like to offer constructive ideas and suggestions that may help to alleviate the above mentioned concerns. While in no way complete, they illustrate how learning could be improved without the above mentioned negative effects:

**1** Develop alternatives to league tables: explore more meaningful and less easily sensationalized ways of reporting assessment outcomes. For example, comparing developing countries, where 15-year-olds are regularly drafted into child labour, with first-world countries makes neither educational nor political sense and opens OECD up for charges of educational colonialism.

**2** Make room for participation by the full range of relevant constituents and scholarship: to date, the groups with greatest influence on what and how international learning is assessed are psychometricians, statisticians, and economists. They certainly deserve a seat at the table, but so do many other groups: parents, educators, administrators, community leaders, students, as well as scholars from disciplines like anthropology, sociology, history, philosophy, linguistics, as well as the arts and humanities. What and how we assess the education of 15-year-old students should be subject to discussions involving all these groups at local, national, and international levels.

**3** Include national and international organisations in the formulation of assessment methods and standards whose mission goes beyond the economic aspect of public education and which are concerned with the health, human development, wellbeing and happiness of students and teachers. This would include the above mentioned United Nations organisations, as well as teacher, parent, and administrator associations, to name a few.

**4** Publish the direct and indirect costs of administering Pisa so that taxpayers in member countries can gauge alternative uses of the millions of dollars spent on these tests and determine if they want to continue their participation in it.

**5** Welcome oversight by independent international monitoring teams which can observe the administration of Pisa from the conception to the execution, so that questions about test format and statistical and scoring procedures can be weighed fairly against charges of bias or unfair comparisons.

**6** Provide detailed accounts regarding the role of private, for-profit companies in the preparation, execution, and follow-up to the tri-annual Pisa assessments to avoid the appearance or reality of conflicts of interest.

**7** Slow down the testing juggernaut. To gain time to discuss the issues mentioned here at local, national, and international levels, consider skipping the next Pisa cycle. This would give time to incorporate the collective learning that will result from the suggested deliberations in a new and improved assessment model.

We assume that OECD's Pisa experts are motivated by a sincere desire to improve education. But we fail to understand how your organisation has become the global arbiter of the means and ends of education around the world. OECD's narrow focus on standardised testing risks turning learning into drudgery and killing the joy of learning. As Pisa has led many governments into an international competition for higher test scores, OECD has assumed the power to shape education policy around the world, with no debate about the necessity or limitations of OECD's goals. We are deeply concerned that measuring a great diversity of educational traditions and cultures using a single, narrow, biased yardstick could, in the end, do irreparable harm to our schools and our students.

*Criticisms and Rejections to the PISA Tests in South America.*

WHY PISA IN ECUADOR/ ¿PISA para qué? El Ecuador en PISA-D, Rosa María Torres, OTRAEDUCACION.

Given the announcement by the government of Rafael Correa (2007-2017) that Ecuador will enter PISA, the article discussed the importance or not of participating in said test for "developing countries" and, specifically, in the Ecuadorian case. It was argued against the incorporation of Ecuador to PISA, taking into account, among others:

- a) the growing worldwide questioning of tests and especially of standardized tests;
- b) the growing questions about PISA also at the international level and for very different reasons;
- c) the enormous weight that has been given to evaluation in Ecuador, at all levels and in all areas (a country infected by the germ of the global educational reform: competence, standardization, standardized tests, 'excellence', titles, rankings). PISA will exacerbate these trends, which have nothing to do with the spirit of Sumak Kawsay or "Buen Vivir". agreed in the new Constitution (2008), which promote competition before cooperation, and which relegate attention to learning itself; and
- d) the fact that Ecuador already participates in an international comparative evaluation, at the Latin American level: the one carried out by the Latin American Laboratory for Evaluation of

the Quality of Education (LLECE), coordinated by the UNESCO Regional Office, closer and more relevant to this region than the OECD PISA test, and which does not establish rankings. (See in this blog: Latin America and LLECE tests).

Bárbara Figueroa, director of the Department of Education of the College of Teachers of Chile, criticized the PISA test because it uses instruments and measures issues "outside the Chilean educational reality."

"What are the skills for the future that interest PISA?" He asked. "Do we measure creativity or adaptation to the neoliberal model of our young people?"

"It is intended to present standardization under the guise of objectivity when the truth is that deep down it conceals the claim to hegemonize, through its measurement, the values of a certain society. Why not observe the development of emotions, the interrelation capacities, the creativity of young people in their cultural and social context? "

She also highlighted that the national press highlights the low performance of young Chileans compared to other countries worldwide, but does not say that Chile obtains the best learning results in the Latin American context, according to the tests of the Latin American Laboratory for Quality Assessment of Education. OTRAEDUCACION BLOG (Document retrieved on 3/31/2021).

Statement from the CLACSO Working Group. Not to PISA. For an evaluation in the service of an emancipatory education.

In Salvador, Bahia, Brazil (August 11-12, 2014, at the meeting of the Working Group of CLACSO (Latin American Council of Social Sciences) "Educational Policies and the Right to

Education in Latin America and the Caribbean", a large group of intellectuals linked to CLACSO expressed their opposition to PISA, highlighting seven points:

- "a) The assumptions that support the evaluation device according to which a good education is one that confirms the acquisition of presumably universal, objective and apolitical knowledge, transmitted by teachers, acquired by students and measured by the Ministry.
- b) The supposed identity between the act of measurement and its ability to reflect the learning processes and their improvement. Technocratic glances suggest that evaluation is an end in itself. We argue, on the contrary, that it is a means that can contribute to improving pedagogical practices.
- c) Its status as a "unique and unappealable measurement device", homogeneous, standardized, which operates by promoting competition, classification and hierarchical labeling based on the publicity of the scores. As multiple investigations show, the application of the device is causing the standardization of teaching practices in order to achieve better performance in tests.
- d) The relationship between the use of the device and teaching working conditions, as it imposes guidelines and incentives for performance, increasing the precariousness, intensification and impoverishment of teaching work.
- e) The impact of this pedagogy of the correct answer on the subjectivity of teachers, students and families who live in constant pressure for performance. The PISA tests - and their national variants - affect the desire to teach and learn.
- f) The commercialization that the creation of a globally managed device supposes, while deepening a logic of transnational educational financing in the key of profit. The circle closes with the outsourcing of the design and application of the evaluation through the contracting of private agencies.

g) The association between the application of tests and the evaluation of the quality of education, while the concept of educational quality is not univocal; it is embedded in a complex network of historical, social and political significance. We also question the validity of the PISA tests and their results to understand and solve the problems of public schools in Latin America and the Caribbean concerned with ensuring the right to education. "

October 2014. OTRAEDUCACION BLOG (Document retrieved on 3/31/2021).

Meeting in Uruguay on June 14, the ministers of education of MERCOSUR (Southern Common Market, a subregional bloc created in 1991, made up of Argentina, Bolivia, Brazil, Paraguay, Uruguay and Venezuela, and as Associated States: Chile, Colombia, Peru , Ecuador, Guyana, and Suriname) wrote and sent a letter to Andreas Schleicher, director of PISA, raising various concerns and the need to "Latin Americanize" PISA.

Highlights on the letter:

1. The particularities of Latin America and its 15-year-old students, subjects of the evaluation (including the problem of school backwardness and high dropout rates).
2. The discrepancy with the rankings and the concern with the presentation and dissemination of the results in this way.
3. The proposal to include in the tests "situations appropriate to the life contexts of young people in the region."
4. The need to diversify the test application software in digital mode, including free software.

April 2014. OTRAEDUCACION BLOG (Document retrieved on 3/31/2021).

EXIT PISA, Pablo Gentili, Blog Contrapuntos, El País, November 11, 2014.

The article developed the proposal to "get out of PISA" made at the national meeting in Buenos Aires (October 30-31). The approach extends beyond Argentina, to the other countries in the region that have been participating in PISA. Reviews and questions university rankings and ranking culture applied to education in general, including PISA. It reviews some criticisms made of PISA by various actors: the letter sent to Schleicher by the group of intellectuals and academics from various universities in the North, the Statement of the CLACSO Working Group, and the article by Rosa María Torres in Ecuador.

The evaluation of educational quality in Latin America, emancipatory models under construction, SITEAL Dialogues, Buenos Aires, nov. 2014.

"PISA is the most complex expression of this great architecture for measuring the quality of education. There are simpler systems but also structured from the premise that quality can be measured thanks to the use of indicators derived from the learning of students in some moment of their school history. From there emanate a series of conclusions, of great normative power, that indicates the path that educational systems must follow to improve their quality. Rankings and reports are elaborated based on these assumptions ".

November 2014. OTRA EDUCACION BLOG (Document retrieved on 3/31/2021).

*The Position of EDUCA in the Dominican Republic regarding PISA Tests.*

EDUCA's Technical Opinion. The results are not surprising. They are consistent with the professional and rigorous measurements that the Ministry of Education has been sharing with society. One cannot fall into despair, but even less into complacency and inaction. Resources are necessary. But as EDUCA warned from the beginning, they are not by themselves a guarantee of a solution to the problems of the quality of Dominican education, which are structural and reach all socio-economic and cultural levels of the country. It is also a signal for the political and

technical authorities of the Government and the Ministry of Education, who are making every effort to improve the current situation, so that they understand that it will be necessary to dare to innovate and try different solutions to those practiced since 2013. Solutions that do not They are giving positive results neither in the Dominican Republic nor in the entire Region.

Andreas Schleicher, responsible for the PISA tests, commented this morning that teacher motivation and professionalism continues to be a key to keep in mind as it explains better results. However, in contexts such as the Dominican Republic in which the levels of teaching excellence barely reach 3% according to the data from the last performance evaluation, the need to comprehensively review the management model of the Dominican school seems rather indicated. and of this in the relationship with the whole of the educational system, including of course the role, professionalism and dignity of the teaching function. The Exponential Schools model that has begun to be designed in the recent edition of the International Congress of “I learn” Education and that will soon be presented to the education authorities and the President of the Republic, is presented as an opportunity for change, rigorously designed, and adjusted to methodological standards capable of evaluating and measuring its impact before spreading to the entire system. The PISA report is comprehensive and rich in information and data. EDUCA will continue to review and analyze the information to share its findings with the community. (EDUCA, 2001). One thing that can be pointed out about EDUCA position on the PISA Tests, it is that unlike their South-American counterparts, they do not reject the country participation in continuing taking the test, but they only put on the table a solution which they think will solve the issues of the Dominican Education System and it is the creation of the so-called *Exponential Schools*.



## *Some Remarks on the Revised Bloom's Taxonomy*

### *Overview*

**Revised Bloom's taxonomy** emphasizes students' learning outcomes through the use of refined terms. The revised taxonomy is a refreshed take on Bloom's Taxonomy from 1956, which examined cognitive skills and learning behavior. Changes to terminology, structure and emphasis are a part of the revised approach. Nouns such as evaluation or synthesis are now replaced with verbs such as creating or evaluating, respectively. With structure, "creating" now becomes the highest level—the area meant for generating ideas or constructing a new point of view. Emphasis has also changed, whereby the taxonomy is aimed at wider audiences and attempts to be more universal beyond grade school.

**Revised Bloom's taxonomy** refers to the emphasis on two learning domains that make up educational objectives: cognitive (knowledge) and affective (attitude). The revised taxonomy focuses on six levels: remember, understand, apply, analyze, evaluate and create. These verbs refer to the cognitive process that students encounter and the knowledge that they work with. For instance, a verb under the "remember" category may ask students to recall how to perform CPR where a verb under the "create" category may ask students to design an effective project workflow. (<https://tophat.com/glossary/r/revised-blooms-taxonomy>)

The authors of the revised taxonomy underscore this dynamism, using verbs and gerunds to label their categories and subcategories (rather than the nouns of the original taxonomy). These "action words" describe the cognitive processes by which thinkers encounter and work with knowledge.

A statement of a learning objective contains a verb (an action) and an object (usually a noun).

- The **verb** generally refers to [actions associated with] the intended **cognitive process**.
- The **object** generally describes the **knowledge** students are expected to acquire or construct. (Anderson and Krathwohl, 2001, pp. 4–5)

The **cognitive process dimension** represents a continuum of increasing cognitive complexity—from remember to create. Anderson and Krathwohl identify 19 specific cognitive processes that further clarify the bounds of the six categories (Table 1).

**Table 1. The Cognitive Process Dimension – categories, cognitive processes (and alternative names)**

### **Remember**

recognizing (identifying)

recalling (retrieving)

### **Understand**

interpreting (clarifying, paraphrasing, representing, translating)

exemplifying (illustrating, instantiating)

classifying (categorizing, subsuming)

summarizing (abstracting, generalizing)

inferring (concluding, extrapolating, interpolating, predicting)

comparing (contrasting, mapping, matching)

explaining (constructing models)

### **Apply**

executing (carrying out)

implementing (using)

### **Analyze**

differentiating (discriminating, distinguishing, focusing, selecting)

organizing (finding, coherence, integrating, outlining, parsing, structuring)

attributing (deconstructing)

### **Evaluate**

checking (coordinating, detecting, monitoring, testing)

critiquing (judging)

### **Create**

generating (hypothesizing)

planning (designing)

producing (construct)

The **knowledge dimension** represents a range from concrete (factual) to abstract (metacognitive) (Table 2). Representation of the knowledge dimension as a number of discrete steps can be a bit misleading. For example, all procedural knowledge may not be more abstract than all conceptual knowledge. And metacognitive knowledge is a special case. In this model, “*metacognitive*

*knowledge* is knowledge of [one's own] cognition and about oneself in relation to various subject matters . . . ” (Anderson and Krathwohl, 2001, p. 44).

Table 2. The Knowledge Dimension

#### Factual

- knowledge of terminology
- knowledge of specific details and elements

#### Conceptual

- knowledge of classifications and categories
- knowledge of principles and generalizations
- knowledge of theories, models, and structures

#### Procedural

- knowledge of subject-specific skills and algorithms
- knowledge of subject-specific techniques and methods
- knowledge of criteria for determining when to use appropriate procedures

#### Metacognitive

- strategic knowledge
- knowledge about cognitive tasks, including appropriate contextual and conditional knowledge
- self-knowledge

### Bloom's Revised Taxonomy Model

**Note:** These are **learning objectives** – not **learning activities**. It may be useful to think of preceding each objective with something like, “students will be able to...:

#### The Knowledge Dimension

##### Factual

The basic elements a student must know to be acquainted with a discipline or solve problems in it.

#### The Knowledge Dimension

##### Conceptual

The interrelationships among the basic elements within a larger structure that enable them to function together.

#### The Knowledge Dimension

## Procedural

How to do something, methods of inquiry, and criteria for using skills, algorithms, techniques, and methods.

**The Knowledge Dimension**

## Metacognitive

Knowledge of cognition in general as well as awareness and knowledge of one's own cognition

**The Cognitive Process Dimension**

**Remember**

Retrieve relevant knowledge from long-term memory.

Remember + Factual

**List** primary and secondary colors.

Remember + Conceptual

**Recognize** symptoms of exhaustion.

Remember + Procedural

**Recall** how to perform CPR.

Remember + Metacognitive

**Identify** strategies for retaining information.

**The Cognitive Process Dimension**

**Understand**

Construct meaning from instructional messages, including oral, written and graphic communication.

Understand + Factual

**Summarize** features of a new product.

Understand + Conceptual

**Classify** adhesives by toxicity.

Understand + Procedural

**Clarify** assembly instructions.

Understand + Metacognitive

**Predict** one's response to culture shock.

**The Cognitive Process Dimension**

**Apply**

Carry out or use a procedure in a given situation.

Apply + Factual

**Respond** to frequently asked questions.

Apply + Conceptual

**Provide** advice to novices.

Apply + Procedural

**Carry out** pH tests of water samples.

Apply + Metacognitive

**Use** techniques that match one's strengths.

**The Cognitive Process Dimension****Analyze**

Carry out or use a procedure in a given situation.

Analyze + Factual

**Select** the most complete list of activities.

Analyze + Conceptual

**Differentiate** high and low culture.

Analyze + Procedural

**Integrate** compliance with regulations.

Analyze + Metacognitive

**Deconstruct** one's biases.

**The Cognitive Process Dimension****Evaluate**

Make judgments based on criteria and standards.

Evaluate + Factual

**Select** the most complete list of activities.

Evaluate + Conceptual

**Determine** relevance of results.

Evaluate + Procedural

**Judge** efficiency of sampling techniques.

Evaluate + Metacognitive

**Reflect** on one's progress.

### The Cognitive Process Dimension

#### Create

Put elements together to form a coherent whole; reorganize into a new pattern or structure.

Create + Factual

**Generate** a log of daily activities.

Create + Conceptual

**Assemble** a team of experts.

Create + Procedural

**Design** efficient project workflow.

Create + Metacognitive

**Create** a learning portfolio.

(Anderson and Krathwohl, 2001, pp. 4–5; Document retrieved on 5/6/2021).

### Blooms Taxonomy - Revised

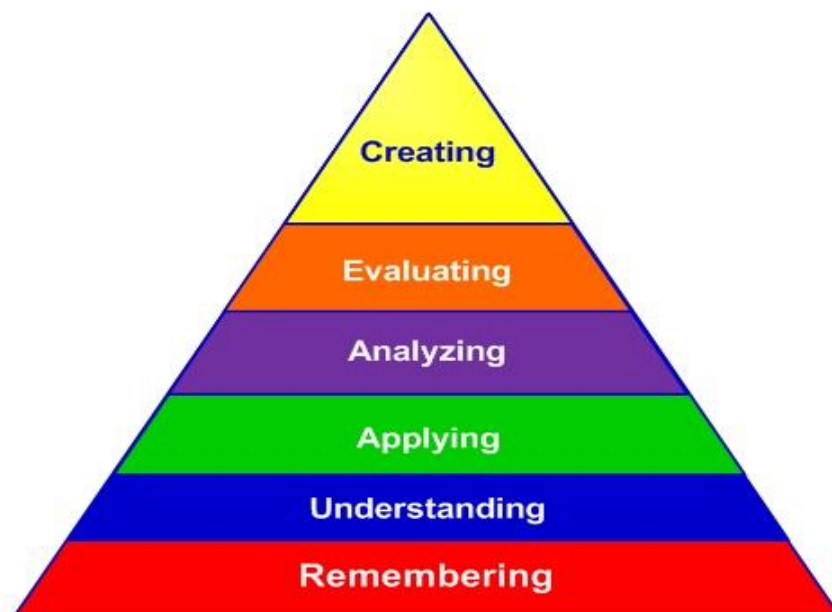


Table 4 the Triangle of the Revised Bloom's Taxonomy.

*Results of the Spanish Reading-Comprehension Section of the PISA Tests for Dominican Students (2018).*

Overall, the country scored 342 points on the reading test. In 2018, 12 have been the countries that registered a drop in this test compared to 2015; Dominican Republic among these. Although the fall is most likely due to the increase in coverage and the retention of some 9 thousand low-performing students who in 2015 were not in classrooms (coverage for people aged 15 years went from 68% in 2015 to 73% in 2018), the result is equally worrying, given the low performance achieved. It is true that the country outperformed the Philippines in this test, but it is also true that more than 90% of Filipino students do not receive classes in the language they speak at home.

80% of 15-year-old students who attend public or private schools in the Dominican Republic fail to exceed level 2, the minimum expected proficiency threshold for reading. That is, they are only able to understand the literal meaning of a sentence or short passage of a text. Just the main topic on which the writing is about, as well as identifying the author's purpose. Students are able to make simple connections with complementary parts of the story or background information, but no further. This level remains in the elementary expected for the age, when level 6, the most proficient, expects students to demonstrate a broad understanding of the text presented in its literal and abstract aspects. Specifically, students who reach this level are able to relate relevant information and indirectly link it with the meaning of the text, in order to compare, contrast and integrate diverse information from different perspectives, and therefore make useful inferences. (EDUCA, Inc., on PISA Tests Results, 2018).

The analysis of this Reading-Comprehension in the Spanish Language, Results reveals that: Since there was not access to the contents of such exams or tests (PISA 2018), but only to the

results offered to the educational community of this country; the following assumptions are to be made:

- 1.-That the test questions covered three cognitive levels (Knowledge, Comprehension, and Application), in which Comprehension was for sure presented as the most dominant level.
- 2.-That although, if Remembering was the most frequent cognitive level in the Reading-Comprehension Tests. Understanding was (probably) the most dominant cognitive level.

In mathematics and science, the country's performance does not show significant variations compared to 2015. For the second consecutive time, Dominican students were in last place in these disciplines with respect to their peers in the 79 countries or regions that participated in PISA.

Dominican students still do not understand the world of mathematics. Around 90% of students do not reach the minimum proficiency threshold of level 2. Worse still, around 78% are below level 1. In other words, they do not have the skills to solve problems in which all the Relevant information is given, questions are clear and simply formulated. Similarly, 15-year-olds do not demonstrate the ability to identify information and carry out a routine procedure to solve the problem posed. Dominican students are very far from the level of excellence, which aims to demonstrate the ability to investigate and model problems and complex situations for their resolution. That the use of skills, instruments and knowledge in infrequent contexts is common. That they are students capable of demonstrating advanced mathematical thinking and reasoning ability. Level at which only 2.4% of students from OECD countries reach.

Low levels of educational quality, at least as measured by PISA, also impact academic elites.

The Dominican Republic manages to place 1 student out of every 1000 in the levels of excellence, in at least one of the areas evaluated. In the region, Chile at 36, Uruguay at 24, while the OECD countries, on average, at 157.



*How the Bloom's Taxonomy is related/analyzed in the English Reading-Comprehension Tests in another Country/The Iranian Case.*

Khorsand (2009) probed the questions used by Iranian EFL teachers in advanced reading comprehension tests based on the cognitive dimensions of Bloom's taxonomy. She found that although the reading comprehension questions included all cognitive levels presented in Bloom's taxonomy, the first two cognitive levels (Knowledge and Comprehension) were more frequent than the other cognitive levels in the reading tests. Accordingly, the researcher reported that reading comprehension tests overwhelmingly assessed lower-order cognitive domains. Comparing the thinking levels represented in reading comprehension questions and the performance of learners, Veeravagu et al. (2010) analyzed the reading test items based on Bloom's taxonomy. They found that the level of questions designed with regard to the learning objectives in Bloom's taxonomy affected learners' performance in answering reading comprehension questions. Accordingly, there existed a relationship between thinking levels required and the learners' ability in answering these questions. Razmjoo and Madani (2013) also investigated the university entrance exam items in three majors of Mathematics, Natural Sciences, and Humanities, and in two state and Islamic Azad universities, using Revised Bloom's Taxonomy. They found that lower-order thinking skills were dominant in the items. Creating was absent among the used levels. Their results also revealed that higher levels of thinking are more frequent in Azad university exams than those of state universities. Concerning the majors, Mathematics ranked first regarding the levels of thinking. Moreover, they concluded that Iran's university entrance exams do not help learners be critical thinkers. (Samira Baghaei , Mohammad Sadegh Bagheri & Mortaza Yamini | (2020).

### Chapter III: Research Methodology

#### *The PISA Test Results in the Spanish Language Reading-Comprehension Area as Compared to the Bloom's Taxonomy Precepts.*

In order to have a clear idea of what a Comparison or a Comparative Method is, let's examine some definition of a Comparative Method "Comparative research, simply put, is the act of comparing two or more things with a view to discovering something about one or all of the things being compared. This technique often utilizes multiple disciplines in one study". (- [SSRN Papershttps://papers.ssrn.com/sol3/Delivery.cfm/SSRN\\_ID3811111.pdf?abstractid=3811111&context=1037211](https://papers.ssrn.com/sol3/Delivery.cfm/SSRN_ID3811111.pdf?abstractid=3811111&context=1037211)), another definition worth of being quote is offered as follows "There are several methods of doing comparative analysis and Tilly (1984) distinguishes **four** types of comparative analysis namely: individualizing, universalizing, variation-finding and encompassing (p. 82). Adding to the types of comparative analysis, May (1993, as cited in Azarian 2011, p11.) According to Pickvance (2005), comparative analysis is conducted mainly to explain and gain a better understanding of the causal processes involved in the creation of an event, feature or relationship usually by bringing together variations in the explanatory variable or variables. Comparative research can be traced to a long history that has gained much attention in current research due to globalization, technological advances, etc. on cross-national platforms (Azarian, 2011). Conventionally, comparative analysis emphasized on the "explanation of differences, and the explanation of similarities" (p.2). This helps to establish relationships between two or more phenomena and provide valid reasons. Comparisons are now carried out on various levels being regional, national or wider geographical boundaries based on specific subject or area of interest.

#### *The Questionnaire as a Tool for Research Conducting*

One Questionnaire was designed out of the two reports, in order to interview the students that conform the three sections of advanced student's virtual modality classes at UASD Graduate Program (A Bachelor's Degree in Modern Languages) for the Midterm period of the present Semester (2021-10) during the times of the still prevalent pandemic.

### *Population*

The three Advanced English Sections totaled 100 students of which fifty percent of them (50%) were called to complete the open –questions questionnaire, regarding their view points on the topics related to the PISA Tests results on the Spanish Language Reading-Comprehensio Area as compared or related to the Bloom’s Taxonomy Precepts, among other topics.

### *The Process of Investigation and Data Gathering*

Two readings related to this investigation were delivered to the students, each of them containing their respective questionnaires (See appendix) in order to disclose the answers to these open questions and for further converting into data.

### *The Randomization Method*

Randomization is an experimental technique for assigning subjects to different treatments (or no treatment). The idea behind randomization is that because the treatment allocation is random, then the attributes and characteristics of the groups for the different treatments will be more or less equivalent, so that any effect observed between the treatment groups may be related. directly with the effect of the treatment and is not a characteristic of the individuals in the group.

In the experimental design, the random assignment of participants to treatment experiments and control groups helps to ensure that differences between and within groups are not systematic from the beginning of the experiment. Randomization does not guarantee that the groups are "matched" or equivalent, only that the differences are due to chance. In such a way, participants were chosen on the basis of a third participant, that is to say, counting up to three and choosing or selecting a student from the rows in the classroom, but for determining the number of students to be chosen a table was used. (a Question Pro digital tutorial), and that according to that table, it

was 81 students out of 100. This table assumes a 95% confidence level, identifying a risk of 1 in 20. This real error is greater than the margin of error (greater than 5%).

The base sample size must be increased to account for a possible non-response.

A 5% error rate indicates the willingness to accept an estimate within  $\pm 5$  of the given value.

When the population calculated with the lowest attribute or concept is less than 10 percent, the sample needs to be larger.

The normal population assumption is inadequate for 5% precision levels when the population is 100 or less. (Question Pro, 2021).

## Chapter IV: Results and Conclusions

*Overview*

The process of undertaking the investigation was as follows: The students were given three (3) documents at all, two of them on the PISA Test: a) The letter addressed by more than 100 Scholars to Dr. Andreas Schleicher and posted on the Guardian (2014), b) The Document published in the country by EDUCA (2018), on the results obtained in 2018, and c) The Report published on the Bloom's Taxonomy in the pre-cited Iranian case ( Baghaei et al, 2020) They were given three weeks for reading and discussing and further investigating those documents on the premise or guidelines of the questionnaire supplied to them by the teachers and whose reports were to be discussed in their respective classes as a part of the midterm assessments activities.

*Gender of the Population*

Of the 81 students randomly selected out of the 100 that composed the three Advanced English Sections at UASD University, 72% were female students and 24% were male ones, only 4% of them did not respond to a gender specification.

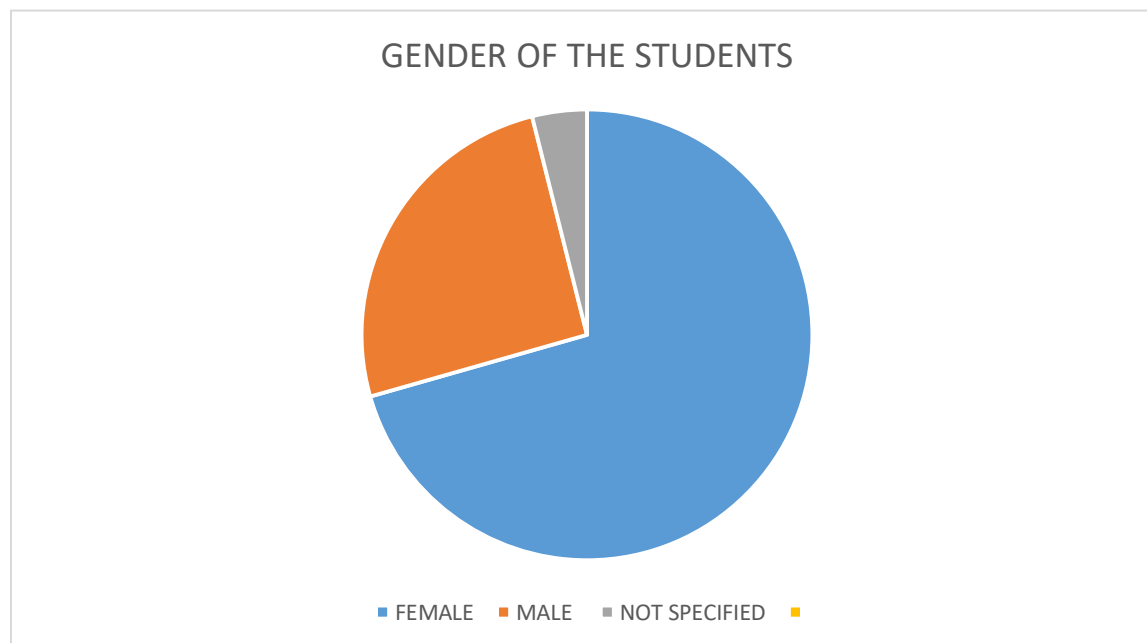


Figure # 1 Shows the proportion of students according to gender distribution.

Figure # 1 Shows the proportion of students according to gender distribution and which is the real situation for most of the careers offered by this university, and not only to our graduate program on foreign languages (A Bachelor's Degree on Foreign or Modern Languages), something which is noticeable in public and private universities and higher education institution of the Dominican Republic.

### *Research Questions Discussion*

The results of the application of the questionnaire were as follows:

#### 1.- Research Question #1

-What is the Revised Bloom's Taxonomy?

None of the students interviewed (0%) had a previous knowledge on the Bloom's Taxonomy, as it is natural, and with the exception of the three (3) professors that conducted the process, no one else knew about it.

#### 2.-Research Question #2

-What are the so-called PISA Tests?

It was not surprising for us that most of the students knew before hand of the existence of that battery of test and of their influenced on educational policy making and proposals in our country due to the high publicity that accompany the posting of the results of the PISA Tests in national and international newspapers and magazines as well as, in blogs and social forums. As a matter of fact, more than 98% of the students interviewed revealed an ample knowledge on this matter, and expressed their concerns for both the disastrous results obtained in 2018, and for the criticism and rejections that the PISA Tests are provoking all over the world, including the Dominican Republic.

#### 3-Research Question #3

-How can we examine the PISA Tests Results on the light of that taxonomy?

1.-By stating that the test questions covered three cognitive levels (Knowledge, Comprehension, and Application), in which Comprehension was for sure presented as the most dominant level. And 2.-That although, if Remembering was the most frequent cognitive level in the Reading-Comprehension Tests. Understanding was (probably) the most dominant cognitive level.

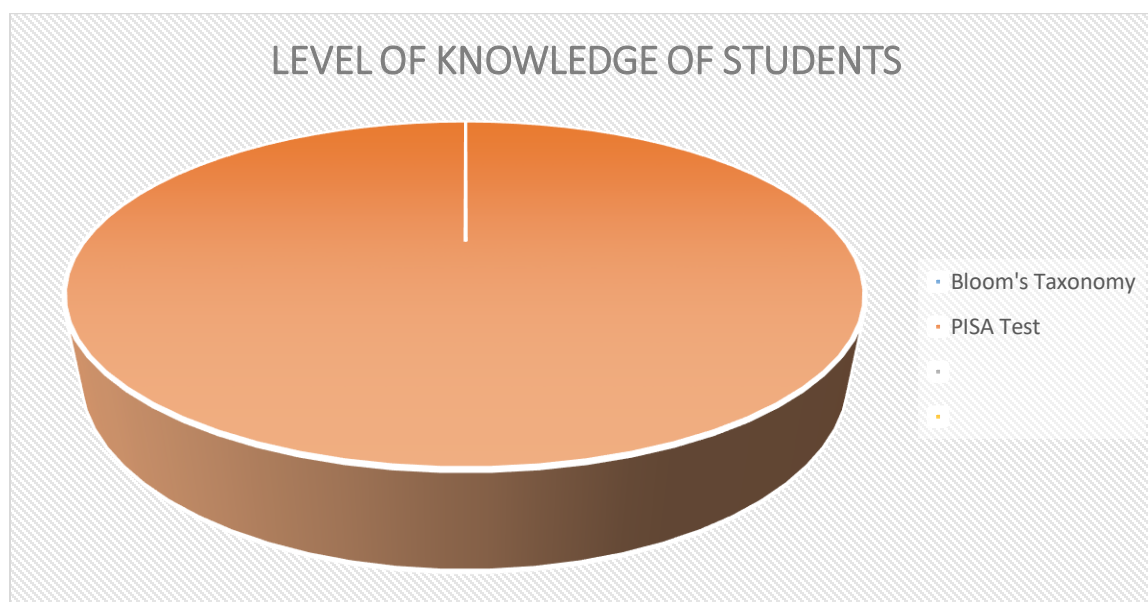


Figure #2 shows the level of knowledge of the students concerning the Bloom's Taxonomy (0%) and the PISA Tests (98%).

#### 4.-Research Question #4

-What is the pedagogical scope of the authorities in this issue?

The authorities, that is to say the MINERD (Ministry of Public Education of the Dominican Republic), have up to those day adopted a rather contemplative attitude toward the announcement done by the OECD report on the PISA Tests results for the year 2018. And as they were doing their way out of the government they tried to pretend not being in the obligation of responding to the educational community and leaving the task of reorganizing the education system to the new authorities to come, a pretty much attitude of the type of the *laissez faire* administrators.

#### 5.-What are the Sociological or Political issues in this context?

By that we mean, the structural Issues, problems, difficulties and inefficacies of the Dominican Educational System are defined the calamities that have historically accompanied the very basis of our education since the foundation of the republic (1844), and affect the outcomes of it. The structural difficulties of the Dominican Educational System are basically the same that affect the other countries of the region (South America and the Caribbean), something which is highlighted in the PISA Results for the year 2018. More than 76% of the students interviewed

recognized or identified as “Structural Problems” as those that form part of the skeleton or body of our system. They agreed on a series of permanent parameters like:

*Poverty and Social Inequities:*

Although the Central Bank of the Dominican Republic, classified us as a country with an acceptable level of development according to the so-called Human Development Index (HDI), which is a synthetic measure used to assess long-term progress in three dimensions basic human development: a long and healthy life, access to knowledge and a standard of living worthy.

The indicator used to measure a long and healthy life is life expectancy. The level of Knowledge is measured through the mean years of schooling among the adult population, that is, the average years of schooling received throughout life by 25-year-olds or more; and access to learning and knowledge, through the expected years of schooling of children of starting school age, which is the total number of years of schooling that can be expect to receive a child of that age if current patterns of enrollment rates by age are maintained throughout the child's life. The standard of living is measured by gross national income (GNI) per capita, expressed in 2017 international dollars converted using the rates of conversion of purchasing power parity (PPP).

In order to ensure the maximum possible comparability across countries, the HDI is primarily based on in international data from the United Nations Population Division (data on expectation of life), the Institute of Statistics of the United Nations Educational Organization, the Science and Culture (data referring to the average years of schooling and the number of years expected schooling) and the World Bank (GNI per capita data). As indicated in the introduction, the HDI values and rankings presented in this year's report are not comparable with those of previous reports due to the reviews carried out in the different indicators that compose it. To enable the evaluation of progress on HDIs, the



Human Development 2020 includes a new calculation of the HDI corresponding to the period from 1990 to 2019 using consistent data series.

#### Value and classification of the HDI of the Dominican Republic

The Dominican Republic's HDI in 2019 was 0.756, which places the country in the development category.

And in 88th place out of 189 countries and territories. It occupies the same position in the ranking as Azerbaijan. Between 1990 and 2019, the Dominican Republic's HDI increased from 0.599 to 0.756, an increase of 26.2%.

Pursuant to the HDI indicators: Between 1990 and 2019, life expectancy at birth in the Dominican Republic increased by 7.5 years, Average years of schooling increased by 3.2 years and expected years of schooling increased by 2.7 years. The per capita GNI of the Dominican Republic grew by around 196.1% between 1990 and 2019. (PNUD, 2020).

That is the official report of those supranational organizations, but despite that, poverty is a very ostensible situation, and even more than poverty of the Dominican population, that phenomenon is increasing due to the immigration of Hundreds of Thousands or maybe millions of illegal Haitian citizen to this country.

#### *Lack of an Appropriate Educational Budget for a Very Prolonged Time*

It was not after 22 years of approving the Law 66-97 that the Dominican Republic allocated only 4% of the gross domestic product (GDP) to pre-university education. The most convenient, without exaggeration, would be 10%. However, it is pertinent to ask: what have the DR \$ 936,428.9 million used by the Ministry of Education since 2013, the year in which the application of Law 66-97 began? Almost DR \$ 936,429 million to date, if the budget programmed for 2019 is included, which amounts to RD \$ 170,570.2 million.

For a better understanding, the General Budget Office explains it with sufficient clarity: for every RD \$ 100.00 paid by the Government in 2019, RD \$ 20.1 would go to education, RD \$ 8.20 would go to health, RD \$ 8.00 to the government administration and RD \$ 7.00 to protection while RD \$ 33.00 would be paid to pay the public debt and the rest, which would be RD \$ 23.70, corresponds to energy, justice, public order and security, protection of the environment and other economic, social and general services.

But here a questioning arises; Has this expected budget increase served to improve the quality of education in our country? To that respect (EDUCA, 2016) published an study named “Quality of educational spending in the Dominican Republic: An exploratory analysis since the 4% validity”, in which its then president, José Mármol, highlighted that “Dominican society has legitimately considered as his achievement the allocation of 4% of GDP to the pre-university education sector ”.

However, later on he (Marmol) says: “One of the initial acts of the first administration of President Medina was to honor his political and social commitment to the education sector and assign the resources that were established by law to education. 2013 budget grew by 70%, going from RD \$ 58,590 million in 2012 to RD \$ 99,628 million in 2013. This historical growth, unprecedented in the entire life of the Dominican educational system, was accompanied by doubts, on the part of some sectors, on the management and execution capacity of the educational authority ”.

EDUCA, in this same study, points out that the evidence shows that an increase in spending does not necessarily translate into a comprehensive improvement in educational quality. In the case of Latin America, the average public spending on education in 17 countries, as a percentage of GDP, increased from 2.7% in 1990 to 4.3% in 2003. During this period, Primary and Secondary

enrollment presented the fastest increase in coverage. However, the quality of learning did not increase in the same proportion. This is evidenced by the low results obtained by the region in the international PISA<sup>1</sup> and TIMSS<sup>2</sup> tests (PREAL, 2006).

But the main problem with EDUCA attitudes it is that, they only criticize the public educational system and have not adopted a critical position to the PISA Tests, as have done educators all over the world, and even worst, they have never ever highlighted the failure of the private sector of our education and picture Dominican teachers as the worst there is in the planet, and also that the remedy they proposed as a *Panacea* for all of our educational evils are their **Exponential Schools**, which up to now have not been explained to the educational community in details, but as a mere proposal from EDUCA, which is, frankly speaking a media attempt to monopolize the attention of the public and that of the authorities toward their means of being a lobbyist of the great entrepreneurship of the country which aim to handle the educational budget for their purposes and interest , as have pointed out some social organizations and unions like the Dominican Association of Teachers (A.D.P.), and others scholars and progressive unions.

#### *Lack of an Appropriate National Curricula*

To that respect only the opinion of the Dominican Association has been heard up to now, regarding the nonexistence of an appropriate National Curriculum, and that the educational authorities have spent the new budget (4% of the Grass Income) in building new schools all over the country, but have not dedicated their best efforts for producing good teachers, and for appropriating the current curriculum according to the modern demands of today's society.

#### *Lack of Facilities*

Lack of facilities in schools such as lack of electricity, over populated classroom, insecure school centers, adequate bathrooms for students and teachers and the technological and logistical

resources like functional laboratories necessary to implement a quality teaching, if not world class, but at least of a quality acceptable to what is the region of South American and the Caribbean. In all of the above considerations and in that respect the opinion of the students interviewed (answering the questionnaire) are as follows: Poverty and Social Inequities 68%, Lack of an Appropriate Education Budget 20%, Lack of an Appropriate National Curriculum 35%, Lack of facilities at schools 82%, Incapable School Administrators & Unprepared Teachers 34%.

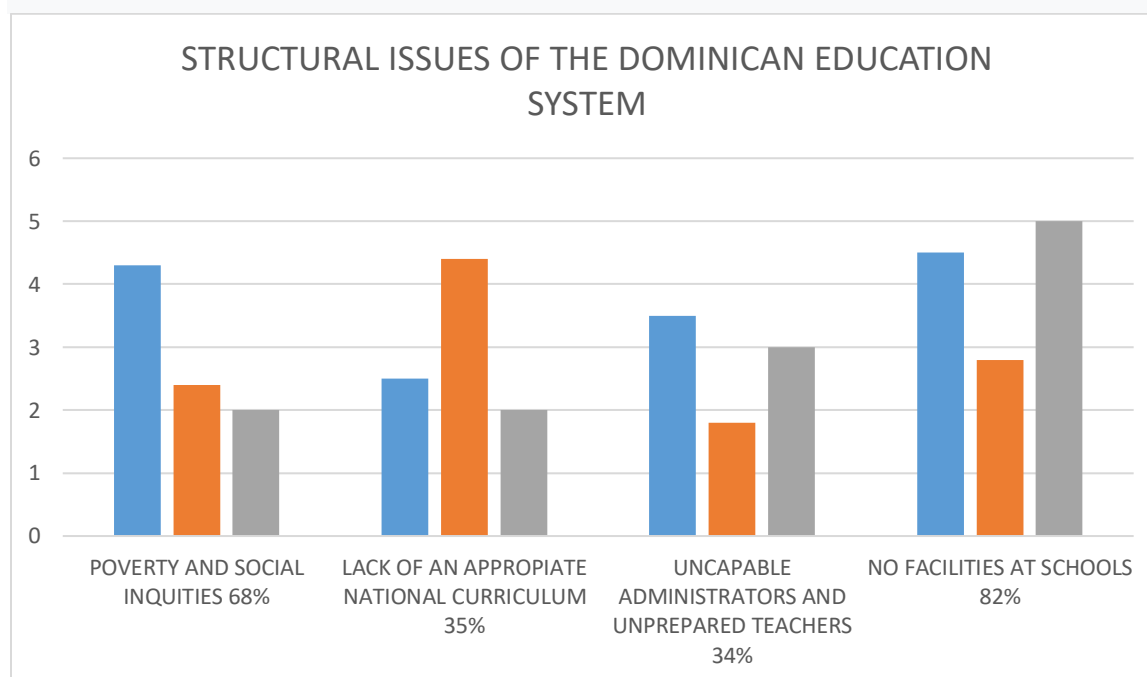


Figure # 3 shows the Structural Problems/Issues of the Dominican Educational System.

#### On the Conjunctural Problems-Issues of the Dominican Education System

To most of the students interviewed (98%) the main factor affecting education, but life as well, it is the Covid 19 Pandemic in this specific conjuncture, they did not leave space of thinking in anything more than that, although some other 90% considers the Haitian immigration problem as being both Structural/Conjunctural Issue as well, since the National State is being forced to auxiliate those immigrants and providing them Housing, Education, Health and Work, and even Documentary Legalization, due to a responsibility not assumed by the Haitian Government, it is like a poor country carrying the heavy burden of another poorer country.

## 6.-Research Question #6

-How do teachers view the problem?

The solutions for solving the problems of education are mainly proposed in two different ways or manners and consist of: a) The creation of Exponential Schools as suggested by EDUCA, Inc. but that is something they have only enunciated in the newspapers and the media, with not specifying the Plans, Objectives in the short or long run and of course, budget. b) Another proposal has been that of Professor Juan Valdez President of TESOL-DR., and consist of implementing Public Bilingual High Schools (Bachillerato Bilingue) in the whole geography of the Dominican Republic. Professor Valdez, who is the proponent of the Bilingual Republic Program, which, as he indicates, has achieved the support of broad sectors of the nation, such as the permanent education commission of the Chamber of Deputies, the Dominican Association of Teachers, sectors of the entrepreneurship and the country's English teachers.

He also stated that “ In order to achieve bilingualism in the Dominican public school system, the participation and support of all actors in society, especially the family, is necessary, not requiring them to know English, but rather, strengthening the school-home connection. and monitoring and supporting the mission of learning English from school”.

“The Bilingual Republic project has been laying the foundations for its development, through 10 years of work in teacher training, the execution of pilot experiences in various provinces of the country and the recruitment of international technical-pedagogical support, for its effective execution. , in Dominican primary and secondary schools, ”Valdez said as he was interviewed in a popular talk show at Radio Z101”. (Z DIGITAL, 2019).

But, is there really a need for a bilingual public high school that comprises the entire education system?

Before presenting the discussion of this question and the answers provided by our students in the pre-cited questionnaire, let us have a clear definition of what a Bilingual High School as defined as follows “The U.S. Congress in P.L. 95-561, which is known as the Bilingual Act, defines the term program of bilingual education as follows:

*“A program of instruction, designed for children of limited English proficiency in elementary or secondary schools, in which, with respect to the years of study to which the program is applicable . . . there is instruction given in, and study of, English, and, to the extent necessary to allow a child to achieve competence in the English language, the native language of the child of limited English proficiency, and such instruction is given with appreciation for the cultural heritage of such children, and of other children in American society, and with respect to elementary and secondary school instruction, such instruction shall, to the extent necessary, be in all courses or subjects of study which will allow a child to progress effectively through the educational system.*

*The basic definition of bilingual education generally agreed upon by both scholars and laypersons, is the “use of two languages as media of instruction.” In other words, there is agreement regarding what the process of bilingual education is, but confusion arises when the philosophy and goals of bilingual education are discussed. (Appendix B provides a checklist for effective bilingual programs.*

### **What Are the Goals of Bilingual Education?**

*Bilingual education can be organized into the following four categories: cognitive development, affective development, linguistic growth, and cultural enrichment.*

*Blanco (1977) notes that the consensus of experts in the field of bilingual education is that its primary goals are in the area of cognitive and affective development rather than linguistic and cultural realms. From this, one could surmise that the primary goal of bilingual education is not necessarily to teach English or a second language, but to teach children concepts, knowledge, and skills through the language they know best and reinforce this information through the second language. Anderson and Boyer (1970, pp. 43–44) emphasize this strategy in their definition of bilingual education:*

*[Bilingual education is a] new way of conceiving the entire range of education especially for the non-English child just entering school. Bilingual learning necessitates rethinking the entire curriculum in terms of a child's best instruments for learning, of his readiness for learning various subjects, and his own identity and potential for growth and development”, cited by Malarz, (2020).*

The implementation of a nation-wide Bilingual High Schools for the public system, as it is the intention of Professor Valdez, requires a very intricate and rigorous plan in which the availability of thousands of Bilingual Teachers is a must; regardless the budgetary requirements for taking into action such a beautiful project, which no doubt whatsoever will change the history of education in our country and will send an unprecedented message from the Dominican Republic not only to the region (South America and The Caribbean) , but to the rest of the world. A very prudent plan would be in the opinion of experts in education, that such an ambitious project must have to begin within the practical framework of a “Pilot Plan” where it can be put into action with a minimum of possible risks. The questionnaire submitted to our students in this sense, harbored all kind of welcoming wows! (100%), since it is of course, the expression of approval of a population of future professionals wanting to put into practice the abundant knowledge gained in the classrooms as well as, the opportunity of making a productive career, as it is the aim of every young professional in any field. So as they see it, the need for Bilingual Public High Schools in this country, is a revolutionary and creative idea which in contrast of the educational model proposed by the counterpart (EDUCA, Inc.), where not even English is mentioned and where also the treatments or plans for the CIT’S are not clearly explained or mentioned, either.

### *Conclusions*

A common and generalized belief, widely spread within the educational community of any country (and the Dominican Republic is not an exception), it is to take things for granted when it comes to rely on certain standardized tests and measurements results, without repairing in the fact the economical and commercial or other interests behind them, like the case of the denounced PISA Tests. And that usually happens because in any society of every country there

are sectors which are in a constant state of controversy and opposing each other in a maniqueist manner, so they easily echo and welcome those “news” as part of their strategy for attacking or counterattacking the educational authorities, and that mascaraed slips away when in the turn of the *democratic game* the ones who were in the opposition parties when up to occupy positions of authority and viceversa, and as a result of that they who refused the PISA Tests before, are now using those elements as an educational fact in their favor.

The point here to be criticized it is not the so-called *democratic game*, cause up to now democracy is the best option for a country to be lead, not tyranny, but the use of education as a mere tool or instrument to have political gains thus denaturalizing *le champ sacré* of education which should always be far beyond those political or at least party interests, it is not a fair play from our political class.

So, besides that socio-political analysis concerning those standardized tests, mostly the highly rejected one (PISA Tests), from a political viewpoint, to be honest, our point of interest goes now to conclude in the disparities shown in the result of comparing the PISA Tests and that of the EF English Proficiency Index, which surprisingly situates our country educational system in a state of disparity as per the treatment done between those assessment tools, which is reflected in the place given to our country, that it is ranked from a very distant position in the PISA Tests to a good or moderate position reached in the English Proficiency Index, as though, let us say, the reading comprehension skills in a foreign language might not be completely harder and strenuous than the measurement of the reading comprehension skill in their native language

That is a logical question that generally arises when comparing both measurements tools, and to cite just one example. So how comes that our students excel the reading comprehension tests in a foreign language, and cannot perform well in that skill in their native language? If those experts



have the answer, it would be really appreciated and welcomed in the educational community of our country to share it and networked, because that would be one of the rarest cases in the field of foreign language education that the reading-comprehension skill level of a foreign language, in this case English, is superior or higher than that of their own, native language in a given country, in this case, the Dominican Republic.

It is also worth of high lining that this comparison study was conducted mainly between the PISA Test and the English Proficiency Index, not in the light of placing our educational system in one place or the other, but because those results were the only data available to be contrasted and compared, and the imprint of those tests like the TOEFL and the TKT Test, were only obtained by the perception of the students' opinion in our classrooms.

But a good way to explain ourselves the low rates achieved by our students in the PISA Tests, specifically in the Spanish Language Reading-Comprehension section or area (the Dominican Republic fail to exceed level 2, the minimum expected proficiency threshold for reading), would be besides the cognitive factors (Revised Bloom's Taxonomy factors) quoted in the previous chapters, the discrepancies between the so-called standard Spanish in which the test is designed and that of the Dominican standard Spanish, which add it up a linguistic difficulty to the cognitive difficulties.

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